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ABSTRACT

A cooperative program was conducted by the Connections Program of Catholic Charities of Richmond, Virginia, the Chesterfield and Henrico County Schools and the Richmond City Schools to provide bilingual education for high-school-age refugees. In Chesterfield and Henrico Counties, Connections provided the project director, bilingual assistance, instruction in job readiness and independent living skills, and supportive services to the schools. The school systems provided instructors, facilities, and materials for all vocational and English-as-a-Second-Language (ESL) courses. Richmond City Schools received bilingual assistance in vocational classes. The full program consisted of the following components: outreach, referral, assessment, admission, ESL (regular, vocational, and content), independent living skills, job readiness skills, and bilingual vocational training. During the program, which ran through the school year 1988-89, 52 students were served, and only three students dropped out. All project objectives were achieved, resulting in a significantly higher success rate for these students than for the general limited-English-proficient (LEP) population. Many of these at-risk students chose to remain in school to receive their diploma. Feedback from students, teachers, school administrators, and supervisory personnel was all positive; all concerned requested that the program be continued for the 1989-90 school year. (Appendices contain guidelines for conducting vocational assessments of LEP students, vocational ESL teaching strategies, members of participants in the bilingual program, and a paper titled "Limited English Proficient Students: A New Vocational Clientele" by Mary Beth Ryan.) (KC)

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FINAL REPORT

Comprehensive Bilingual Vocational Education For Refugee Youth

Improving Vocational Education Through Community-Based Organizations (CBOs)

Conducted Under
Carl D. Perkins Vocational Education Act
Public Law 98-524

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ABSTRACT

(A) **TITLE OF PROJECT:** Comprehensive Bilingual Vocational Education for Refugee Youth

(B) **FUNDING PERIOD:** August 15, 1988 to June 30, 1989

(C) **OBJECTIVES OF PROJECT:**

1. Develop and provide a program to a minimum of 50 Limited English Proficient (LEP) students that will include:

   a. bilingual vocational education
   b. English as a Second Language (ESL), vocational ESL, and content ESL
   c. training in independent living and job readiness skills.

2. Identify and provide information about the project to 50-60 Limited English Proficient (LEP) students, 16-21 years of age whose academic and/or vocational needs cannot or have not been met successfully through traditional school programs.

3. Administer culturally appropriate vocational assessments to new students who have not already chosen their vocational area of study or whose appropriateness for their chosen area is in question.

4. Provide career and supportive counseling to program participants, with bilingual assistance as needed.

(D) PROCEDURES FOLLOWED

The program was implemented through the cooperative efforts of the Connections Program of Catholic Charities of Richmond, the Chesterfield and Henrico County Schools and the Richmond City Schools. In Chesterfield and Henrico Counties, Connections provided the project director, bilingual assistance, instruction in job readiness and independent living skills and supportive services to the schools. The school systems provided instructors, facilities and materials for all vocational and ESL courses. The only portion of the program requested by Richmond City Schools was bilingual assistance in vocational classes. The full program consisted of the following components: outreach, referral, assessment, admission, ESL (regular, vocational and content), independent living skills, job readiness skills and bilingual vocational training.

(E) RESULTS AND ACCOMPLISHMENTS

More than 60 students received information about the program and 52 were served throughout the year. Only three students dropped out. All objectives were achieved and all procedures implemented resulting in a significantly higher success rate for these students than for the general L.E.P. population. Many of these at-risk students have chosen to remain in school in order to obtain their degree.

(F) EVALUATION

Midyear and final evaluations and consultations provided feedback from students, teachers, school administrators and supervisory personnel. All components of the program in Chesterfield and Henrico Counties were viewed as effective and continuation of the program was encouraged. The instructors at Richmond Technical Center felt that their students were able to function at an acceptable level without bilingual assistance.

(G) CONCLUSIONS AND RECOMMENDATIONS

Both objective statistical data and subjective evaluations indicate that the program is meeting the needs of a large number of at risk LEP students in Chesterfield and Henrico Counties. Personnel and students in both counties have requested that the program be continued for the 1989-1990 school year.

BODY OF THE REPORT

A. TITLE OF THE PROJECT: Comprehensive Bilingual Vocational Education for Refugee Youths

B. PROBLEM ADDRESSED BY PROJECT

There are approximately 6,000 Southeast Asian refugees in the Richmond Metropolitan area. From 1984 to 1988, 1,391 refugees were resettled in the area attesting to the fact that the flow continues. The Southeast Asian population is composed primarily of Cambodians and Vietnamese. Many of these refugee youths have had little or no formal education in their native countries and are non-literate or semi-literate in their native languages. Their English skills range from limited to non-existent and they have had no vocational training. (See original proposal for more detailed needs statement.)

The purpose of this project was to meet the most urgent need of this target population: to teach them marketable skills while teaching them practical vocational English. This necessitated the use of Cambodian and Vietnamese bilingual teachers' aides as an integral part of the students' instruction in order to bridge the learning gap.

C. GOALS AND OBJECTIVES OF THE PROJECT

1. Develop and provide a program to a minimum of 50 Limited English Proficient (LEP) students that will include:

   a. bilingual vocational training for 15 hours a week
   b. English as a Second Language (ESL), vocational ESL, and content ESL for 15 hours a week.
   c. training in independent living and job readiness skills.

   (The extent to which individual students participated in these various components was determined by their needs and by decisions made by the school systems. Some students needed only some or none of the ESL components but still needed bilingual assistance in vocational training.)

2. Identify and provide information about the project to 50-60 LEP students, 16-21 years of age, whose academic and/or vocational needs cannot or have not been met through traditional school programs.

3. Administer culturally appropriate vocational assessments to new LEP students who have not already chosen their vocational area of study or whose appropriateness for their chosen area is in question.

4. Provide career and supportive counseling to program participants with bilingual assistance as needed.

D. GENERAL PROJECT DESIGN AND PROCEDURES

Target Population

The target population consisted of Vietnamese and Cambodian youths living in Henrico and Chesterfield Counties, and the City of Richmond, 16 to 21 years of age, who are considered educationally and/or economically disadvantaged for any or all of the following reasons:

- their English level prohibits them from functioning without bilingual assistance in traditional vocational programs;
- they have had little or no formal education in their native country;
- their family's financial situation necessitates the youth's employment in the near future.

The project was conducted in well established, well equipped vocational training centers in the Chesterfield, Henrico and Richmond school systems.

All courses in both the vocational and ESL components of the project were taught or supervised by certified instructors. Bilingual assistance was available for all components of the project.

Students received three periods of vocational training each day. Bilingual assistance was available in these classes in each county every other day. The actual amount of the bilingual assistance to each student varied according to individual need. County methods and materials were used and adapted as needed. Since all components of the Henrico County program were housed at Hermitage Vo-Tech, bilingual assistance was available to the ESL teacher as needed.

Bilingual assistance was provided to the Richmond City Schools by making bilingual aides available to their students up to two half days each week as needed.

The ESL coordinators in each county chose ESL texts that concentrated on instruction of English needed for practical everyday functioning. This practical ESL was taught everyday. The project director researched possible texts for vocational ESL and ones were chosen and purchased in each county. This vocational ESL was taught everyday. Every other day the ESL instructors taught content ESL, concentrating on math needed for employment and daily living and social studies needed for cultural assimilation and citizenship.

Job Readiness Skills were taught during first semester and Independent Living Skills were taught during second semester by an instructor hired by Connections for this project. The instructor of these courses used a variety of materials available at Connections as well as bilingual curricula that had been purchased in Chesterfield and Henrico Counties. This course was taught every other day, alternating with content ESL.

In Henrico County, where program participants did not have to travel from their ESL home school to the Technical Center, students also had an hour long study hall each day during which they received help from BVE staff. Though not originally part of the program design, this supervised study hall proved to be invaluable. During the second semester, five students received instruction in driver education during this period.

Some of the students in the program participated in all three components:

- bilingual vocational training
- ESL (with practical, vocational focus)
- Job Readiness/Independent Living Courses

Because of varying academic needs other students participated in only part of the components.

E. RESULTS AND ACCOMPLISHMENTS OF THE PROJECT

The project was implemented through the collaborative efforts of the Connections Program of Catholic Charities, the Chesterfield and Henrico County Public Schools, and the Richmond City Schools. Through funding from this grant, Connections provided a part-time project director, all bilingual assistance, and an instructor for the independent living and job readiness skills classes. Connections also oriented school personnel to Cambodian and Vietnamese culture and offered ongoing consultation to vocational instructors and school administrators about ways to work effectively with bilingual aides. Each county school system provided instructors and facilities for all vocational education courses and ESL classes.

In October of 1988, seven students at Richmond Technical Center began receiving bilingual assistance. Very shortly thereafter the number was reduced to four because of one dropout and two transfers to other schools. By the beginning of the second semester one of the remaining four students had dropped out of his vocational class to take strictly academic classes and another no longer needed any bilingual assistance. In consultation with the R.T.C. instructors at the end of March, it was decided that the three students still at Richmond Technical Center were progressing well without the bilingual aides and bilingual assistance was discontinued.

The program in Chesterfield and Henrico Counties consisted of educational and counseling activities designed to meet the needs of the identified LEP students.

Counseling activities included:

Outreach and Referral - Identified and contacted 60 LEP students in the target population. Offered bilingual information to youths and their families to explain the benefits of this program. Efforts were also made to recruit LEP students who had recently dropped out and who might benefit from this program.

Assessment -In both counties, pictorial vocational interest inventories were administered to all interested students. Test scores on English proficiency and reading were obtained from students' ESL teachers. Literacy levels of students in their native languages were also assessed. Hands-on vocational aptitude assessment was not administered in Henrico county because BVE students started at the same time as other students, and many had already chosen their vocational classes. The five new students in Chesterfield County were administered the hands-on vocational aptitude assessment. Bilingual aides assisted with the testing.

Admissions - The project coordinator and bilingual aides from Connections assisted school personnel in determining whether each applicant was appropriate for the program.

Conferencing - Most career counseling was done by the vocational instructors, the ESL teachers, the job readiness teacher and the bilingual aides. Vocational assessment personnel in each school system also helped with choices of vocational study at the beginning of the year. Speakers were brought into the job readiness class to better acquaint students with specific occupations and the employer's expectations of their workers. JTPA counselors spoke with all program participants about possible school jobs and summer jobs. Bilingual aides translated the JTPA applications for the students' parents. Some students were able to get part-time jobs through the help of the JTPA program and vocational teachers.

In some individual cases, counseling was more complex. Two students who were in a food occupations class and have been labeled as learning disabled were provided an opportunity to work in the school cafeteria as a "hands-on" alternative to traditional text book learning. Bilingual assistance has been provided for student/administration hearings when discipline problems have occurred. A total of eleven students received counseling over and above routine vocational and educational counseling.

Educational activities included:

ESL - instruction in English as a Second Language needed for everyday functioning in American society.

Vocational ESL - instruction in ESL focused on general vocational terminology as well as terminology specific to the student's chosen vocational area.

Content ESL - instruction in ESL focused on social studies and math skills needed for successful acculturation and job performance.

Job Readiness Skills - instruction and practice in skills needed for successful functioning in the vocational training setting and the acquisition and maintenance of employment, such as: job search, applications, interviewing, proper work habits, work relationships, etc., along with group counseling in career opportunities. This class was taught during the first semester.

Independent Living Skills - instruction and practice in skills needed for productive independent living, such as: money management, housing search, home management, consumer skills, transportation, health and hygiene, use of leisure time, interpersonal skills, decision making, and problem solving, etc. This class was taught during the second semester.

Bilingual Vocational Training - instruction in chosen vocational areas with the assistance of bilingual aides. Students chose training in the following areas:

Chesterfield County	Henrico County
Horticulture	Horticulture
Food Services	Food Services
Auto Mechanics	Cosmetology
Auto Body	Printing
Masonry	Auto Mechanics
Printing	Air Conditioning
Data Processing	Data Processing
Heating/Air Conditioning	Electronics
Diesel Engine Repair	Medical Office Procedures
Cosmetology	

Students Served

Although a total of 52 students were served, the extent to which the students participated in the total program varied. In examining each student's individual needs, we realized that while some needed the entire program, others needed various components of it. Though the program was designed as an alternative when graduation is unlikely, we did not want the program to hinder students who had any chance of graduating. Thus some students were out of the program for one or two periods each day for courses required for graduation. We also found some students who were proficient enough in English not to need the special ESL component of the program but who needed bilingual assistance in the vocational when the bilingual aides were present or on an as needed basis.

Student Success

At the time of this report, all but two participants in the program are expected to pass. Three students dropped out of the program this year; two students got married, one dropped out in order to seek full-time work due to family financial needs. Students have been encouraged to continue their education after completion of the two year vocational program and many have responded positively.

One of the most impressive accomplishments of the program has been the positive effect seen on the students' self esteem. Although this observation has not been objectively documented, it is obvious to even the most casual observer that the students completing the second year of the program are significantly more self-confident than they

were in the fall of 1987. Students who seemed content to simply "put in their time" until they could legally drop out of school are now discussing class rings, graduation and community colleges.

Advisory Committee

An advisory committee including members from the original grant committee, county and city ESL coordinators, county and city vocational administrators, county ESL teachers and Connections personnel met to discuss the progress of the program. Several problems, both instructional and administrative, were discussed. Although the grant proposal specified that members of the business community would be included in the advisory committee, the decision was made to include only persons directly involved with the program. This decision was based on the nature of the problems to be discussed and the excellent rapport which the vocational centers already enjoy with the Richmond area business community.

(F) EVALUATION

1. Evaluation Process

The Bilingual Vocational Education Program was evaluated in May 1989 by assessing both the overall effectiveness of the program and individual student progress.

Three groups were asked to participate in the evaluation - administrators, teachers, and students. The administrators included ESL coordinators and an administrator from each vocational center. These individuals completed written evaluations assessing the impact of the bilingual vocational educational program on the county's ESL and vocational programs. ESL and vocational teachers were asked to complete written evaluations about the effect of bilingual assistance on their classroom teaching and on student learning and performance.

Students in the bilingual vocational educational program also completed a written evaluation instrument. To help the students understand the evaluation form and to feel free to answer objectively, their evaluations were administered by aides who did not work directly with them in the program. The students who participated in all three components of the program (vocational training, vocational ESL, and the job readiness class) completed a two page evaluation. Students enrolled in only one or two components completed a shorter version.

The administrators' written evaluation included open ended questions. The teachers and students rated specific aspects of the program on a scale of 1 (Not At All; Lowest Rating) to 5 (Very Much; Highest Rating) and were asked to make additional written comments.

2. Evaluation Results

a. Student Evaluations

(1) Job Readiness/Independent Living Skills Class

On the student evaluation of the BVE program, 91.4% of the 21 students who took the job readiness/independent living class responded positively (rating three or above) about the class. All of the students (100%) responded in the positive range when asked if the class had taught them how to decide what types of jobs interest them and what work habits are important on a job. Forty percent (40%) of the students rated the class with a 5, the highest possible score. The class received its lowest ratings in the area of building student confidence. Four of the students (20%) did not feel that the class helped them feel confident about looking for a job and about keeping a job, once they began to work. Most interesting of all in the assessment were the written comments the students made about the class. Following are some student quotes:

- "Most important thing to learn this year is to learn how to work in a good place, keep working good in a job. Learn how to fill in an application form. Learn how to dress up clean when I go to interview. Learn how to write a check, how to cash deposit money in a bank."

- "I like Mrs. Bateman class, because I had learn about when I lived by myself."

- "I think this is such a nice class to help kids understand things."

- "I know that this kind of class it could help me bring in the future that I had lost for a long time."

This last comment is especially significant because it was made by a Cambodian student who has suffered a great deal of trauma and depression. Early in the first semester she was suspended for refusing to comply. Through the work of the ESL teacher, bilingual aide, and project director, she was readmitted and is now working very diligently.

Individual student's progress in the job readiness and independent living skills class was also assessed to determine whether students gained significant knowledge and skills from the class. Students were given pre-tests and post-tests at the beginning and end of each unit. The results were very positive. Average scores are listed below.

Job Readiness/Independent Living Grade Averages

	Pre-test Scores	Post-test Scores
1st year students	58.45%	95.8%
2nd year students	79.00%	94.9%

Independent Living Skills Class (2nd Semester)

	Pre-test Scores	Post-test Scores
1st year students	54.3%	96.4%
2nd year students	63.6%	97.9%

(2) Vocational Training Classes

Students were asked to assess how much the bilingual aide helped them understand the teacher, the text, and their homework. They also evaluated the aide's assistance in helping them prepare for tests and learn the vocational skills. Eighty-seven percent (87%) of the 31 students who responded were positive (rating three or above) about the aide's assistance in these areas. Several of the students expressed a preference for the practical component of their vocational classes over the academic work. See the following quotes:

- "I don't like to stay in class very much at all. I like to go out in the shop to work on the engine and more fun."

- "I like to learn how to work about printing. I like to study about printing too, but not very much."

To the general question about whether the bilingual aide "help me to get along better in this vocational class," 89% of the students responded positively. Thirty seven percent (37%) of the students responded to this statement with a 5, the highest rating. On the comment section of the evaluation of their vocational classes several students wrote:

- "Vocational class is to help you for education. And I like to be a part of it."

- "I like the vocational class and I like to continue on."

- "I think vocational is such a nice place or school you should come to learn about think you want in the goal."

To assess individual student progress in the vocational classes, the project director conferred with teachers and obtained student grades for the first semester and the first part of the second semester. The statistics below represent all the students (first and second year) in the BVE program from Chesterfield and Henrico Counties. It should be noted that when vocational teachers assign grades to BVE students, they compare them with the general population at the technical centers. The BVE students make up a very small minority of each vocational class that they take.

Grades for Vocational Courses	% of BVE Students
Above average	29%
Average	59%
Below average *	32%

* One of these students is expected to fail and one will pass or fail, depending on his final exam grade.

(3) English As A Second Language Class (ESL)

Students were asked to assess how much the ESL classes taught them language skills that helped them in their vocational training classes, to apply for a job, and to communicate in the workplace. Eighty-eight percent (88%) of the 22 responses were positive. One student responded to the evaluation with low ratings (1's and 2's); however, she had been reprimanded by her ESL teacher just before the evaluations were distributed. Two students, who had just arrived in the United States and had entered the BVE program just three days before the evaluation, rated the ESL class with 2's and 3's. These students are being introduced to several vocational skill areas this year so that they can choose one area of vocational study for the following year. Comments made by the students demonstrate how much the ESL class has helped them:

- "The ESL class helped me a lot of EL-VT homework, drivers homeworks."

- "Teachers had help me to improve my English. It was very important to me to learn English and get some experiences from the Tech."

- "Taking class at M.H.S. is very important to me because I need to know more English."

- "I took ESL English with Mrs. R. class. She was very kind. She always helped me, when I needed help."

Grades from both Chesterfield and Henrico counties show that individual BVE students are progressing almost exactly on a bell curve in their ESL classes.

Grades for BVE Students in ESL Class	% of BVE Students
Above average	27%
Average	50%
Below average	23%

b. Evaluation by Teachers and Administrators

(1) Vocational Teachers

Vocational teachers in Chesterfield, Henrico, and Richmond were asked to rate how the bilingual aides assisted both the students and teachers. They were also asked to rate the communication and support they received from the project director and to comment on any aspect of the program, citing both strengths and areas needing improvement. Responses were received from nine teachers in Chesterfield, eight in Henrico, and two in Richmond. The Richmond vocational teachers provided verbal evaluation to the project director, rather than written. Eighty-five percent (85%) of the vocational teachers

responded positively (rated three or above) about the program. The area in which they felt bilingual aides were most effective was enabling the teacher to communicate with the students (89% positive responses). Teaching specific vocational skills (77% positive, 23% negative) and helping the students to participate in class discussion (70% positive, 30% negative) were the areas that received the lowest ratings. Communication and support from the project director at Connections was rated very highly (93% positive, 7% negative).

As with the student evaluations, written comments made by the teachers were very informative and will be considered seriously if the project continues next year. Listed below are some of these comments:

- bilingual aide used often early in year; however, later as students and I began to understand each other, he was used less.
- my students did not really need the assistance, even though the aide made many visits to class. I was able to communicate with them.
- the program is definitely needed, and should not be discontinued.
- would like to have Norma Rogers (ESL teacher) at CTC every day, students need additional contact and support through her.
- P. has progressed very well. His English is no longer a barrier. His attitude is very good.
- N. responds well when bilingual aide is present. I have trouble when he is absent.
- keep up the help - very important.
- have a workshop with aides to develop their skills in bringing out the students opinions.
- bilingual aide appreciated, but not necessary. Teacher felt Cambodian student could do well, if she would apply herself.

The part-time Vietnamese bilingual aide who was female left the program in January to accept a full-time permanent job. She was replaced with a male Vietnamese aide. This switch from female to male effected assistance in some vocational areas, especially those generally more closely associated with male and female skills (ex., cosmetology and auto mechanics).

(2) ESL Teachers

The BVE program has one ESL teacher in each county. As in last year's evaluation, the ESL teachers strongly support the BVE program and are key figures in making it work for the students and the vocational teachers. Their interactions with both are essential.

All responses provided by the ESL teachers were positive. They felt the bilingual aides helped in assessment of students' knowledge, understanding cultural influences on student performance, and counseling students when needed. The item rated most highly was the aides assistance in communicating with the students. The ESL teachers strongly believe that the vocational focus of the ESL class assists the students to learn practical language related to their chosen vocational skill and to employment skills. Communication and support from the project director (Connections) was rated with a five (highest rating) by both ESL teachers.

One ESL teacher suggested that next year the first year BVE students be on level one or two. This year she had students on four ESL levels in one class.

(3) Vocational Center Administrators

The vocational center administrator from each county responded to questions very similar to those of the vocational teachers. The two administrators responded very positively to each item (all 4's and 5's). Comment made by the administrators sum up the general reaction to the BVE program.

- without it these students would have great difficulty or would even fail out of their vo-tech classes with little or no skill training.

- the bilingual aides are an integral part of a very successful program. The assistance provided to our instructors is the key to this success.

(4) ESL Coordinators

The ESL Coordinator for each county responded to open ended questions about the program. They indicated that the bilingual support has been the "salvation" for these students and that it makes for self confidence that transcends to all other classes. Regarding student progress, the coordinators indicated that although the students are progressing at different speeds, they all are improving their vocational, English language, and job readiness/independent living skills. They cited the job readiness class as helping prepare students to function in real life situations - a goal of the ESL program. Both counties wish to offer BVE next year to current and new students. Noted strengths of the program include: collaboration among ESL teacher, vocational teachers and administrators, vocational assessors, and Connections staff. One coordinator indicated that the BVE program provides a "solution to a long existing problem."

3. Data Collection

The following data was collected to determine whether the project met its statistical objectives:

	Goal	Actual
- number of potential students identified and given information about the project	50-60	60+
- vocational assessments of new students who had not chosen their vocational area	As Needed	7
- number admitted to the program	50	52
- number completing the program	40	42

As explained in the Results section of the Final Report, at the end of march it was decided that bilingual assistance was no longer needed at the Richmond Technical Center. Therefore, the seven students at RTC who received bilingual assistance at the beginning of the year are counted in the ten (10) who did not complete the program. See below for explanation of the other three.

Comparison of drop data:

Chesterfield County

Lost approximately 18 LEP students in 85/86 and 86/87, one student in 87/88. Two students left the program in 1988/89. One moved away to another state. The second dropped out in order to go to work full-time.

Henrico County

1985/86 - 10 drop outs
1986/87 - 8 drop outs
1987/88 - 2 drop outs
1988/89 - 1 drop out

The Henrico student dropped out after getting married.

Richmond

We did not obtain dropout data for LEP students for previous years; however, four refugee students left the Tech Center in 88/89. One transferred to a private school, one transferred to the BVE program in Henrico County, another got married and dropped out, and the third student remained in school, but left the Tech Center due to failing grades.

4. Suggestions for Improvement/Recommendations

Conclusions and recommendations resulting from the evaluation are listed below in Section G of the Final Report.

(G) CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR THE FUTURE

The most significant conclusion about this project is that bilingual vocational training opens doors that were once closed to many LEP students. We feel that it is safe to say that of the 52 students served through this program, probably half of them would not have made it through this year of vocational training without this program. Many of them would not even have been admitted to the Vo-Tech Centers because of their very limited English.

When the grant proposal for the 1988-1989 school year was being composed, Richmond City Schools were encouraged to become involved in bilingual vocational education. Richmond elected to request bilingual assistance for Southeast Asian students attending Richmond Technical Center, but did not think a full day program of vocational ESL was necessary or feasible at that time. The bilingual aides and project director were pleased with Richmond's spirit of cooperation and their interest in the needs of the students. It is not recommended, however, that this service continue in the 1989-1990 school year since the number of students to whom bilingual assistance was available at Richmond Technical Center decreased from seven at the beginning of the year to three in March and projected numbers for the 1989-1990 school year are also low. With only one or two LEP students in a class, the Richmond instructors feel capable of meeting the students' needs without bilingual assistance.

The evaluation conducted in May produced several valuable recommendations that will be considered when/if the BVE program is offered next year.

1. Strengthen recruitment of potential students. The program needs to be marketed more extensively among LEP students in the county school systems. The project director, Bilingual aides and even current BVE students can help school personnel publicize the program as an educational alternative for LEP students. Be sure that all guidance counselors thoroughly understand all the components of BVE. Market the program in the Cambodian and Vietnamese communities to recruit students who have previously dropped out.

2. Redesign the role of the bilingual aide during the final months of the school year. Some students have progressed so well that by the end of the year, they need less assistance in their vocational classes. However, individual students need a great deal of help in looking for a job, preparing for job interviews, etc. Use the bilingual aides as mentors to help students find jobs and move toward independent adulthood.

3. Work on increasing BVE students' verbal participation in vocational classes. Work with bilingual aides and vocational teachers on methods for building student self confidence and drawing them into class discussions.

4. Provide additional inservice training for bilingual aides, focusing on teaching strategies and adolescent behavior.

This project has been tremendously successful for the past two years in Chesterfield and Henrico Counties. The Bilingual Vocational Education Program has been accepted and treated as an important link between the ESL program and vocational instruction. It is recommended that the program continue and grow to meet the needs of other students of limited English proficiency who would otherwise be denied a vocational education.

APPENDIX 1

GUIDELINES FOR CONDUCTING VOCATIONAL ASSESSMENTS OF LIMITED ENGLISH PROFICIENT STUDENTS

1) Use a bilingual teacher's aide during the evaluation process and provide pre-assessment orientation for the aides to help them understand the evaluation process.

2) Assure aides that part of the assessment process is to document vocational limitations as they relate to behavior and hands-on skills. "Mistakes" made by a student attempting an assessment task are an important part of the evaluation process. Too much help from a bilingual aide can invalidate assessment results.

3) An intake interview should be used to determine the student's expressed interest. The bilingual aide should be utilized to clarify and interpret responses. An individual evaluation plan should be developed based on the students expressed interests.

4) Assessment of student vocational interests should use a pictorial, non-verbal format. (Examples: Pictorial Inventory of Careers or Career Assessment Skills Exploration.) One drawback of this procedure can be the lack of exposure of limited English proficient students to some of the careers pictured.

5) Assess the students using hands-on activities that simulate real work tasks and are closely associated with actual jobs in the labor market. The emphasis should be on performance skills rather than verbal or written skills.

6) An exit interview should be used at the end of the evaluation process to determine job areas the student liked or disliked. The bilingual aide should again be used to clarify and interpret responses.

APPENDIX 2

STRATEGIES AND MATERIALS FOR TEACHING VOCATIONAL ENGLISH AS A SECOND LANGUAGE (VESL)

The teacher of vocational English as a second language should:

1) assist the school guidance department in scheduling limited English proficient (LEP) students in vocational classes,

2) be aware of vocational teachers who have not had much experience with LEP students (especially those students who are illiterate in their native languages) and assist these teachers in understanding the students' cultural background,

3) introduce students to vocational teachers and explain classroom procedures,

4) work to keep lines of communication open between vocational teachers, administrators and LEP students,

5) determine deficiencies that are assumed as prerequisites for vocational programs (for example: reading a ruler, using weights and measures) and include these in the VESL curriculum,

6) set aside a time during class to help individuals with problems in their areas of vocational study,

7) reinforce vocabulary necessary for areas of vocational study,

8) use "hands-on" teaching as much as possible, and

9) talk directly to new students, not to the interpreter who may be accompanying them to determine correct English levels.

Vocational ESL Materials

VOCATIONAL ESL TEXTS USED:
(Henrico County)
New Perspectives-Intermediate English I, Heinle & Heinle, Publishers Inc., 1985
Connections Package, Ohio State University (Multiple workbooks, videos, and exercises to enhance job skills).
(Chesterfield County and Henrico County)
English That Works-Prevocational ESL for Adults (1&2), Scott, Foresman

JOB READINESS TEXTS USED:
Life School Pittman Learning, Inc., 1981
English for the World of Work, Media Materials, Inc., 1985

APPENDIX 3

PARTICIPANTS

IN

BILINGUAL VOCATIONAL EDUCATION PROGRAM

Extent of Participation	Chesterfield Camb	Chesterfield VN	Henrico Camb	Henrico VN	Richmond Camb	Richmond VN	Total
I. Full program (ESL & vocational)							
A. All day	2	2	7	3	N/A	N/A	14
B. Pulled out 1 or 2 periods for academic subjects	7	2	2	3	N/A	N/A	14
II. Bilingual assistance in vocational classes only	1	1	11	4	7		24
Sub-Totals	10	5	20	10	7		

City and County Totals 15 30 7

Grand Total 52

The following is an article by Mary Beth Ryan, project director of Bilingual Vocational Education for Catholic Charities from 1987-1988 and one of the composers of the original B.V.E. grant proposal. This article features the Richmond area B.V.E. program and has been accepted for publication by the Journal of the American Vocational Association in Alexandria, Virginia.

Limited English Proficient Students: A New Vocational Clientele

by
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Limited English Proficient Students: A New Vocational Clientele

What do school systems do with older refugee teen-agers who have recently entered our country with little or no English as well as little or no formal education? These are not the refugees we hear about who win the national spelling bee in elementary school, go on to become valedictorian of their high school graduating class and receive scholarships to our most prestigious colleges. No, these are the students whose lives were so poor and so disrupted by war that often the only education they received was in the refugee camp. Thus, these students are non- or semi- literate in their native language as well as unable to speak English when they enter our school systems. In fact, school is a new experience for them.

When one asks these students why they came to the United States they almost always reply, "To have freedom and to get a good education." Even more than many of our American students, they realize that a good education is an essential prerequisite to success. They enter our school systems at 16 or 17 years of age with the hope of meeting graduation requirements before the cut-off age. They soon learn just how difficult that is. Many become discouraged. How can they pass earth science and U.S. history when they are still struggling so with English? How can they pass high school level math when they barely know their multiplication facts? In the meantime, the financial needs of their family are weighing on them. Many quit school to work at minimum wage jobs lacking the skills needed to advance much beyond entry level. Without appropriate programs they will enter adulthood in their new country

without adequate job skills. Is this what tney came here for? Is this the level of productivity we want for the newest members of our society? What can the schools do?

This is just the dilemma faced by the school systems in the Richmond, Virginia, area where many Southeast Asians have resettled. The Richmond Area Refugee Advisory Council's education committee, composed of the English as a Second Language (ESL) Coordinators of the four area school systems and the two education coordinators from the Office of Refugee Resettlement and the Connections program of Catholic Charities, had been discussing this problem for several years. We knew what these students needed. Their likelihood of earning a high school diploma was slim, but we could get them ready to be productive, successful workers. What they needed was vocational training while they learn English. But this would necessitate a special program that provided bilingual vocational training, special ESL focused on vocational and practical English, and instruction in independent living and job readiness skills. No one school system had the funds to inaugurate such a program. We were faced with the frustration of seeing what is needed, knowing how to do it, but not having the resources.

In the meantime, more students became drop-outs ill prepared for the American work force. Those who chose vocational training either were not accepted into the vocational centers because of their limited English proficiency or were accepted but found themselves overwhelmed by difficulties. Only a few, with the dedicated help of vocational and ESL teachers, achieved success.

The answer to our dilemma came in the spring of 1987 when, after much searching, we learned that the grant monies available

through the Carl Perkins Act to assist in vocational training for disadvantaged students included Limited English Proficient (LEP) students. These federal monies, funneled through the states, were to be granted to community based organizations to initiate new vocational education programs. With the support and assistance of Chesterfield County and Henrico County public schools, the Connections program of Catholic Charities applied for and received a $50,000 grant from the Virginia Department of Education and inaugurated the Comprehensive Bilingual Vocational Education Project in the Chesterfield and Henrico school systems. The project was so successful during the 87-88 school year, that it was expanded for 88-89 to include refugee students in Hanover County and Richmond City public schools.

The project has become an outstanding example of collaboration between public schools and a community based organization. The Connections program provides the project director, an instructor for the independent living and job readiness class, and bilingual teacher's aides. Connections also orients school personnel to Cambodian and Vietnamese culture and offers ongoing consultation to vocational instructors and administrators about ways to effectively work with bilingual aides. (Cambodian and Vietnamese students were chosen as participants in this project because they comprise the largest portion of the refugee population in the Richmond area.) Each school system refers appropriate students and provides instructors, materials, and facilities for all vocational education courses and ESL classes.

The goals of the project are:

1. Identify Cambodian and Vietnamese LEP students, 16-21 years of age, whose academic and/or vocational needs cannot or have not been met through traditional programs.
2. Administer culturally appropriate vocational assessments to these interested LEP students to determine interests, aptitudes, and appropriateness for the program.
3. Provide program participants with:
   - bilingual vocational training
   - ESL, vocational ESL, and content ESL
   - training in independent living and job readiness skills

The project is conducted in the public vocational centers and schools. All courses in both the vocational and ESL components of the project are taught by certified instructors. Bilingual teacher's aides assist in all components of the project.

Assessment

When needed, students are assessed before or during the first week of the school year. To make the assessment culturally appropriate, vocational interest inventories are given either pictorially or in the student's native language. Students are administered the math and spelling portions of the Wide Range Achievement Test to assess academic functioning in English. Recent test scores on English proficiency and reading are obtained from students' ESL teachers. Spelling and reading tests in Vietnamese and Cambodian are also administered to assess literacy levels of the students in their native language. All assessment is administered with bilingual assistance.

Bilingual Vocational Training

Students receive three periods of vocational training each day in their chosen vocational area. They receive this training in classes with American students. Bilingual assistance is available in these classes every other day. The actual amount of bilingual assistance to each student varies according to individual needs. Students are encouraged to function in English as much as possible. Methods and materials of each school system are used and adapted as needed.

Other Educational Components

Students receive some or all of the following, according to individual need:

ESL - instruction in English as a Second Language needed for everyday functioning.

Vocational ESL - instruction in ESL focused on general vocational terminology as well as terminology specific to the student's chosen vocational area.

Content ESL - instruction in ESL focused on social studies and math skills needed for successful acculturation and job performance.

Job Readiness Skills - instruction and practice in skills needed for successful functioning in the vocational training setting and the acquisition and maintenance of employment, such as: job search, applications, interviewing, proper work habits, work relationships, etc. along with group counseling in career opportunities. This course is taught one semester.

Independent Living Skills - instruction and practice in skills needed for productive independent living, such as: money

management, housing search, home management, consumer skills, transportation, health and hygiene, use of leisure time, interpersonal skills, decision making, and problem solving, etc. This course is taught one semester.

Supervised Study Hall - where this fits into the school schedule, students are helped with assignments by bilingual aides and the ESL teacher.

Counseling

Most career counseling is done by the project director, the ESL teachers, and the job readiness instructor with the help of bilingual aides. Vocational assessment personnel in each school system also help students with choices of vocational study at the beginning of the year. Speakers are brought into the job readiness class to better acquaint students with specific occupations and the employers' expectations of their workers. Job Training Partnership Act counselors speak with all program participants about possible school jobs and summer jobs. Bilingual aides have translated the JTPA applications for the students' parents. Vocational teachers are also an excellent source of jobs for the students. Thus, many students are able to get part-time jobs, thereby helping their family's financial situation while receiving the training they need for higher paying jobs.

Because the project director, bilingual aides and the teachers work so closely with the students, some students receive counseling because of problems at home. The project director and ESL teachers have referred students to child study teams when special learning problems are perceived or when a special education classification is questioned.

Students Served

In 87-88, 45 Cambodian and Vietnamese students participated in the program. In 88-89, the number has increased to 49. The extent to which each student participates in the program varies. In examining individual needs, we realize that while some need the entire program, others need only various components of it. Though the program was designed as an alternative when graduation is unlikely, we do not want the program to hinder students who have any chance of graduating. Thus, some students move out of the ESL portion of the program for one or two periods each day for courses required for graduation. Some students are also pulled out for driver education. We have also found that although some students are proficient enough in English not to need the special ESL component of the program, they do need bilingual assistance occasionally in their vocational classes.

Evaluation

The program is continuously evaluated through regular contacts with public school administrators, teachers, and students, and more formally evaluated twice each school year by these same three groups. Evaluation results have been overwhelmingly positive.

Conclusions and Implications

The most significant conclusion about this project is that bilingual vocational training opens doors that were once closed to many LEP students. We feel that it is safe to say that of the 45 students served in 87-88 through this program, half of them would not have achieved success without this program. Indeed, many of them would not even have been admitted to vocational training

centers because of their very limited English. Yet, these same students not only made it, but progressed through the year with feelings of success and increased self-esteem because of the competencies they were able to master. (Two students even placed in VICA competitions!) Consequently, program participants have become reinvested in their education and are continuing their training in the program this year, looking forward to the vocational certificates they will earn. Some have even begun to reconsider the possibility of graduating.

There may be many educators who would be at least dubious about a community based organization like Catholic Charities directing a program that serves four public school systems. Observers have been amazed at the amount and quality of collaboration and cooperation among the five separate entities. We have shown that it can be done and that all parties have significantly benefited from it.

For several years we asked ourselves, "What do we do with this population of students? How can we help them make up for their deficits and turn their school experience into a positive one? How can we provide them with the training they need to be able to work and lead productive lives in their new country?" Actually, we have known the answer for some time. We dreamed of a program such as this, but had no funds to actualize it. Now with the help of the federal government, the Virginia Department of Education, dedicated school administrators, teachers, and bilingual aides, the dream has been realized. Or perhaps we should say the dream has just begun.

Catholic Charities of Richmond, Inc.

Bilingual Vocational Education Contract

FINAL BALANCE SHEET

May, 1989

		Budget Request from State	Expenditures	Balance
I.	Salaries	$40,552	$39,181.61	$1,370.39
	Benefits	8,109	4,616.32	3,492.68
	Sub-Total	48,661	43,797.93	4,863.07
II.	Contractual Services	000	000	000
III.	Equipment & Supplies			
	1. Equipment	000	000	000
	2. Materials & Supplies	500	000	000
	Sub-Total	500	000	000
IV.	Travel	1,807	795.18	1,011.82
	Sub-Total	1,807	795.18	1,011.82
V.	Other Related Expenses (Space Rental, Postage, Phone, Printing)	1,975	1,922.40	52.60
	Sub-Total	1,975	1,922.40	52.60
TOTAL		$52,443	$46,515.51	$5,927.49